

## Types of Point of View

## STUDENT OBJECTIVES

- Distinguish between first-, second-, and third-person points of view

## RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 84
- **Teaching Model**, “Types of Point Of View,” p. 86
- **Practice Worksheets**, Levels A and B, pp. 87–88.
- **Reteaching Worksheet**, p. 89

## Teach

1. **Point of View:** Pass out the **Lesson Summary** and review the **Academic Vocabulary**.

Ask students to imagine that a car accident has taken place. Afterwards, a witness in the street describes the scene. A witness in a store describes the accident in a different way. The person who caused the accident describes it in yet a third way. Each person describes the accident from his or her **point of view**. Explain that descriptions of fictional events can also be told from many **points of view**.

2. **Teaching Point of View:** Use the **Lesson Summary** to review the two steps in distinguishing between first-, second-, and third-person point of view. Emphasize that there are advantages and disadvantages to using each type of point of view.

**Step 1: “Who and What?”** Who is telling the story and what does he or she know?

- **First-person:** This narrator tells a story in which he or she is *directly* involved. However, a first-person narrator can’t tell directly about things he or she doesn’t personally witness. A first-person narrator doesn’t have to be the main character. He or she can be a minor character who witnesses and describes events in which the main character is involved.
- **Second-person:** In this point of view, the narrator is *outside* the story, speaking directly to the main character. This point of view is rarely used.
- **Third-person:** This narrator does not participate in the story but looks on and provides insights about the characters and events. This point of view gives the writer great flexibility and is frequently used.

**Step 2: Pronouns.** Have students study the pronouns in the **Model Points of View** of the **Lesson Summary**. Have volunteers say which sentences use first-, second-, and third-person pronouns. Make sure students understand that the pronouns must be in the narrative part of the sentences, not in the dialogue.

3. **Guided Practice.** Distribute the **Teaching Model**. Have volunteers read each passage. Then work with students to answer the following items.
  - From what point of view is the first passage told? (*second person*) Point out that the narrator does not participate in the action of the story. Note that the passage gives the impression that the writer is addressing the reader, though the main character’s actions are what are actually being described. Highlight the second-person pronouns *you* and *your*.

## TYPES OF POINT OF VIEW, CONTINUED

- Who is the narrator in the second passage? (*first person*) Explain that the reader learns about the other characters from the narrator. The narrator can only know directly what is going on in her own mind, not those of the other characters. Highlight the first-person pronouns *I*, *my* and *mine*. Note that first-person narration is vivid and personal and helps reveal the narrator's feelings.
- From what point of view is the third passage told? (*third person*) Explain that, although the narrator does not participate in the story, the narrator knows both what Belinda is thinking and how Robert is feeling as the characters get ready for a play. Highlight the third-person pronouns *they*, *her*, *she*, *his*, *her*, and *him*.

**QUICK CHECK.** Read each statement aloud and ask a volunteer to explain whether it is *true* or *false*.

- In the first-person point of view, the narrator is a character in the story. (*True*)
- In the second-person point of view, the narrator is a character in the story. (*False*)
- In the third-person point of view, the narrator is always the main character. (*False*)
- In the third-person point of view, the narrator never participates in the action. (*True*)

## Practice and Apply

Two worksheets on types of point of view appear on pp. 87–88.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

### Answer Key: Practice Worksheet A

1. *c*   2. *b*   3. *a*   4. *c*   5. *c*

### Answer Key: Practice Worksheet B

1. *c*

2. *b*

3. *a*

4. **Sample:** *If the passage were written from the French climber's point of view, a reader wouldn't know that the team leader was worried that he might not make it.*

5. **Sample:** *If the passage were written in the third person, a reader might know the subject of the brothers' argument.*

## Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should correctly identify all point-of-views in items 1–5.
- **Practice Worksheet B:** Students should correctly answer items 1–3 correctly but may need help with items 4 and 5.

## TYPES OF POINT OF VIEW, CONTINUED

For students who need reteaching, review the **Student Lesson Summary**. Focus on the examples and relate them to one or two new examples, brainstormed with students. Then, have students complete the **Reteaching Worksheet**, p. 89.

### Answer Key: Reteaching Worksheet

1. *b*
2. *c*
3. *a*
4. *I was worried about doing well on the test.*
5. *You hoped that you wouldn't have to fire anyone else.*
6. *She needed twenty dollars to buy the present for her sister.*